

INSPECTION REPORT

HMP Pentonville

04 February 2005



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

HMP Pentonville

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Pentonville (the prison) is a local closed category B prison for men. It is situated in north London and was built in 1842. There are 1,113 prisoners at the prison, which has an operating capacity of 1,205. Two hundred and five of these are convicted unsentenced prisoners, 518 are sentenced and 390 are on remand. Ten of the prisoners are serving life sentences. The prison has four large accommodation wings, all of the same design and each with five floors. Approximately 50 per cent of the prisoners either work or attend education on a full- or part-time basis.

2. The head of learning and skills is responsible for education and vocational training throughout the prison, the library and training in the physical education (PE) department. She took up her post in September 2004. Under the resettlement manager, the labour control team has responsibility for the organisation of work opportunities and allocation of prisoners to them. The prison has three operational workshops with a total workshop staff of 15, including two civilian instructors and nine full-time and two part-time instructors. The PE department is managed by a senior officer, who is supported by eight prison officers.

3. The prison's education department is run by a college of further education that has an education contract in 11 other prisons. The department is managed by the education manager who is supported by two full-time deputy managers. One is responsible for the resettlement programme and one is responsible for learners' induction and sentence planning. In addition, they manage four full-time lecturers, who co-ordinate subject areas, and 20 part-time sessional tutors. The education department is not open during the evenings or at weekends. The education department offers courses in literacy, numeracy, English for speakers of other languages (ESOL), employability and employment skills, art, and information and communications technology (ICT). Attendance at education is voluntary, and 166 places are available each day. The library service is provided by Islington Council and has two part-time librarians, both of whom work 20 hours a week.

4. Prisoners are employed in the workshops, in cleaning, in the kitchens, on painting and decorating and as orderlies in the gym and the library. The prison offers accredited vocational training only in cleaning. Few learners are involved. The gymnasium facilities include a fully equipped sports hall and a weights/cardiovascular room. The prison offers a number of nationally recognised sports-related courses. None of these courses were running at the time of the inspection.

SCOPE OF PROVISION

Information & communications technology

5. The prison offers courses in office applications of ICT. Three nationally recognised and accredited courses are offered at level 1, 2 and 3. All courses are taught together in

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workshop sessions where learners work their way through learning materials with the help of the tutor. The prison runs 14 sessions of two hours' duration, each with 12 places. Learners can choose to attend up to four sessions a week. Fifty-nine learners are enrolled on ICT courses. Of these, 52 are taking the level 1 qualification, two the level 2 qualification and five the level 3 qualification. There are five tutors, one of whom works full time and is also the ICT co-ordinator. The rest are part-time sessional tutors.

Visual & performing arts & media

6. Forty-eight learners are registered for art courses. Eleven two-hour sessions a week are available over five weekday mornings and one afternoon. In the full week preceding the inspection, 25 individual learners made 41 attendances. Seven learners were unable to attend because of court attendances or sickness. Learners attend for varying numbers of sessions, from one to 10 each week. A few attend every morning. Some learners have attended art classes for a number of years, others only for a few weeks. Art provision is entirely in two-dimensional media and includes drawing in pencil, pastel or charcoal and painting in oils, watercolour or acrylic. Basic printmaking facilities are available. Accreditation through the Open College Network (OCN) is available at level 2 and 3 for painting skills and drawing skills and materials, and one learner is following a distance learning art course. Learners on art courses can also take key skills qualifications in communication at level 1 and 2. Currently, just below 70 per cent of the learners attending art classes are from minority ethnic groups. Art is taught by three part-time tutors. Of these, all have art degrees and experience as practicing artists and two are qualified teachers. There is no permanent co-ordinator for the area, but one of the part-time tutors currently fills this role.

Foundation programmes

7. Two hundred and thirty-two learners are following foundation programmes. Of these, 53 learners attend courses in literacy and numeracy at entry level, and 50 attend ESOL courses. Seventy learners are on key skills courses in communication and 28 are following key skills courses in application of number. These learners can take the national literacy and numeracy tests at level 1 and 2, and work towards a key skills qualification portfolio. Learners with tendencies towards dyslexia are referred to a dyslexia assessor and can attend special 'touch-type, read and spell' provision. Fourteen learners are currently on this programme. Entry level literacy and numeracy learners are accredited by a nationally recognised assignment. ESOL learners can sit exams, although these are not the new approved qualifications for ESOL. All learners coming to the end of their sentence can attend a six-week OCN-accredited resettlement programme. This consists of a course which looks at behaviour, coping skills and strategies and presentation skills. Some elements of the programme are delivered by the subcontracted further education college, while the curriculum vitae and job preparation elements are taught by the prison's staff. Seventeen prisoners attend this programme. All prisoners are given an induction session about activities in the prison, including the education programme. Those prisoners taking up workshop opportunities and education are assessed for literacy and numeracy support needs using a nationally recognised assessment tool. Learners can attend for up to 10 education sessions of two hours a week. There is a full-time co-ordinator for ESOL, literacy and numeracy and key skills and for resettlement programmes. Most of the classes are taught by 13 sessional tutors.

ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	23
Number of learner interviews	57
Number of staff interviews	18
Number of subcontractor interviews	28
Number of locations/sites/learning centres visited	1

OVERALL JUDGEMENT

8. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, the prison's leadership and management of education and training, approach to equality of opportunity and arrangements for quality assurance are unsatisfactory. Training is satisfactory in ICT, visual and performing arts and media and foundation programmes.

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Leadership and management		4
Contributory grades:		
Equality of opportunity		4
Quality assurance		4

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT - Other government-funded provision	59	3

Visual & performing arts & media		3
Contributory areas:	Number of learners	Contributory grade
Arts - Other government-funded provision	48	3

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
ESOL		
- Other government-funded provision	50	4
Employability/employment training		
- Other government-funded provision	115	3
Literacy and numeracy		
- Other government-funded provision	67	3

KEY FINDINGS

Achievement and standards

9. **Learners produce good standards of work in art and develop good practical skills in information technology (IT).** They are well motivated in class, make good progress and demonstrate confidence in their work. The prison has insufficient data to calculate overall achievement rates in ICT. Few art learners have achieved accreditation in recent years.

10. **The acquisition of personal, social, numeracy and literacy skills on foundation programmes is good.** Learners complete challenging tasks in lessons, and learners on the resettlement programme take part in challenging discussions on planning their future. The prison has insufficient data to calculate achievement rates overall, but most learners who take a qualification achieve a pass.

11. **Attendance and punctuality in all areas of learning are poor.** This affects the planning of activities and the dynamics of group working, and slows the progress of many learners.

Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Information & communications technology	0	0	1	3	0	0	0	4
Visual & performing arts & media	0	0	1	2	0	0	0	3
Foundation programmes	0	0	7	4	2	0	0	13
Total	0	0	9	9	2	0	0	20

12. **Learners in ICT benefit from good individual coaching,** and tutors are sensitive to each learner's needs. **In art, the promotion of personal ideas and individual creativity is very effective.** Learners are actively encouraged to develop their own imagery and style.

Training for the key skills qualification in communication is integrated well with the art curriculum.

13. Much of the teaching and learning in literacy, numeracy and employability and employment skills is good. In better lessons, tutors make good use of handouts, video recording of discussions, overhead projectors and other teaching resources. Learners participate well. **ESOL provision is unsatisfactory.** Some tutors are insufficiently qualified, and learners are not offered the most up-to-date ESOL qualifications. There is insufficient focus on developing learners' speaking skills. **Some teaching is unsatisfactory.**

14. During lessons, tutors give learners very clear and constructive feedback on their progress and achievements. **Recording of learners' progress is good in ICT, but the use of individual learning plans in art is weak.** The prison has no consistent approach to the review of progress.

15. The range of resources used to support literacy and numeracy programmes is not wide enough. Tutors rely too much on paper-based materials in lessons. **Not enough technician support is provided for the ICT equipment.**

16. The range of learning opportunities for literacy and numeracy is not wide enough. The prison has made slow progress in appointing a numeracy tutor. Many classes have long waiting lists despite poor attendance. Insufficient time is allocated to workshop support and this time is not used effectively.

17. The range of courses on offer in ICT and art is too narrow. No introductory ICT courses are offered below level 1 for those learners who have no prior experience of using computers. The art curriculum is well planned but the range of the provision is narrow, and has decreased.

18. Individual support for foundation learners is good. Education staff work hard to raise awareness, and they encourage participation in education among those who are reluctant to attend formal lessons. **Tutors provide good academic support in art classes.**

19. The support for learners who have dyslexia is very effective and the prison's systems to identify them are very thorough. Teaching and prison staff have a very high level of awareness of dyslexia.

Leadership and management

20. The prison has a clear commitment to improve education provision. It has a clear plan for development of education and training, and in October 2004 received considerable extra funding to improve its provision.

21. The prison has extremely good working relationships with external agencies. Its effective referral arrangements work well to support prisoners with employment, housing, benefit transfers and debt management problems, during their time in prison.

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22. **Work to encourage participation in education is good.** Staff work hard to encourage participation by taking education out onto the wings and the training and contract workshops.

23. **The organisation of prisoners' education activities is poor.** On many occasions as few as half of the prisoners identified to attend education will turn up. Learners have too many conflicting demands on their time, which prevents them from attending education. General prisoner movements and extended meal times significantly delay the start of education sessions.

24. **The prison's management of resources is poor.** Too many classes have waiting lists, but on many occasions, education is significantly less than half full. A number of computers purchased for use by learners remain unavailable and no ICT technician support is provided. The accommodation is too small for some courses such as art and in some workshops where education is taken out to the prisoner. The library is cramped, learners have poor access to it and book losses are very high. **Management of the arts curriculum is inadequate.** The area has had no permanent co-ordinator for 18 months.

25. **Equality of opportunity is not adequately monitored or promoted.** The prison does not have an officer responsible for disability discrimination. The prison has officers responsible for diversity and race relations. An accessibility audit for prisoners with disabilities is incomplete. Access to education and training and the library is poor for learners with restricted mobility. The collection and use of data to identify the needs of different groups of learners is poor. Insufficient action has been taken to encourage white British prisoners to attend education. Prisoners who attend education have a lower rate of pay than prisoners who work.

26. **The prison's arrangements for quality assurance are inadequate.** No formal framework exists for quality assuring training or education in the prison. The subcontracted college's plans to develop a quality assurance framework are incomplete. The prison does not have a quality improvement group. Education and training are only monitored by the achievement of key performance targets. **The prison makes inadequate use of management information to set and monitor demanding targets on attendance, retention and achievement rates.**

Leadership and management

Strengths

- clear commitment to improving education provision
- good working relationships with external agencies
- good work to encourage participation in education

Weaknesses

- poor organisation of prisoners' movement to education activities
- poor management of resources

- inadequate promotion and monitoring of equality of opportunity
- inadequate quality assurance arrangements

Information & communications technology

Using IT

Strengths

- good development of practical information technology (IT) skills
- good individual coaching
- good recording of learners' progress

Weaknesses

- poor punctuality
- insufficient technician support
- narrow range of courses
- insufficient use of data to set retention and achievement rate targets

Visual & performing arts & media

Arts

Strengths

- good standards of work
- good promotion of personal ideas and individual creativity
- well-planned integration of key skills in communication with the art curriculum
- good academic support

Weaknesses

- poor attendance and punctuality
- weak use of individual learning plans
- narrow range of provision
- inadequate curriculum management

Foundation programmes

ESOL

Strengths

- good individual support

Weaknesses

- poor attendance and punctuality
- inadequate language provision
- some unsatisfactory teaching

Employability/employment training

Strengths

- good acquisition of personal skills
- much good teaching and learning
- good individual support for learners
- very effective support for learners with dyslexia

Weaknesses

- poor attendance and punctuality
- insufficient range of learning opportunities for personal and social skills

Literacy and numeracy

Strengths

- good acquisition of numeracy and literacy skills
- much good teaching and learning
- good individual support for learners
- very effective support for learners with dyslexia

Weaknesses

- poor attendance and punctuality
- insufficient range of physical resources to support literacy and numeracy skills
- insufficient range of learning opportunities for numeracy and literacy skills

WHAT LEARNERS LIKE ABOUT HMP PENTONVILLE:

- being treated with respect
- learning things they have never learnt at school and getting help with their education
- having the time to learn new things such as spelling, reading and writing and drawing
- being able to express themselves - visually or through poetry
- the help from tutors and instructors in filling out forms
- the opportunity to relax - 'I can forget where I am'
- gaining qualifications that are recognised outside

WHAT LEARNERS THINK HMP PENTONVILLE COULD IMPROVE:

- the amount of education opportunities
- the pay
- the opportunities to do purposeful work and access to exercise
- the access to a telephone in the education department
- the speed of response to requests from the learners' forum

KEY CHALLENGES FOR HMP PENTONVILLE:

- improve attendance and punctuality
- continue to improve participation in education
- develop and implement a comprehensive framework for quality improvement
- develop the collection, analysis and use of data to improve the quality of education and training
- improve the quality and quantity of resources to support learning
- develop the provision of learning opportunities in the contract workshops

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 4

Strengths

- clear commitment to improving education provision
- good working relationships with external agencies
- good work to encourage participation in education

Weaknesses

- poor organisation of prisoners' movement to education activities
- poor management of resources
- inadequate promotion and monitoring of equality of opportunity
- inadequate quality assurance arrangements

27. The prison has a clear commitment to improving education provision. Since the recent appointment of the head of learning and skills this commitment has gained greater momentum. The prison has a clear action plan for development. In October 2004, the prison received considerable extra funding to improve the provision of education and training. This is enabling the prison to review and introduce additional provision in literacy, numeracy and language skills and review vocational training opportunities associated with work. Nearing completion are facilities for two new workshops. There are also plans to relocate education and the library within the prison. Plans are underway to introduce training in the kitchens leading to national vocational qualifications in catering, with staff training to become assessors.

28. The prison has extremely good working relationships with external agencies. These partnerships provide effective referral arrangements to support prisoners during their time in prison. For example, two Jobcentre Plus staff work in the prison's resettlement unit to support prisoners approaching release. In addition these and other staff support new prisoners with problems in areas such as employment, benefit transfers and debt management. The Jobcentre Plus staff work with the local councils of the areas in which prisoners go on release and also with staff in other areas when prisoners are released further afield. They also provide support with Jobcentre Plus's Freshstart initiatives to help prisoners find jobs. The prison has good relationships with a charity which provides housing support to ensure that prisoners have accommodation and benefits on release. The resettlement unit has a wealth of information about career opportunities and progression to further and higher education. The prison has secured funding for an IT-based information point which provides information in a number of languages about employment.

29. The organisation of prisoners' education activities is poor. On many occasions as few as half of the prisoners identified to attend education will turn up. Some prisoners

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comment that they are given little notice of movement to morning education sessions, and have insufficient time to prepare to leave their cells. If prisoners have other personal needs such as receiving medication, making a telephone call or taking a drink they do not have sufficient time to complete these tasks before free movement to education has ended. Although prisoners have access to telephones and showers in the workshops, these facilities are not available in education. Access to drinks in education is limited. In the afternoon, prisoner association sessions and access to recreational PE are scheduled at the same time as education. General prisoner movements and extended meal times significantly affect the start times of education sessions. On the first day of inspection this resulted in lessons starting up to 45 minutes late.

30. The prison's management of resources is poor. Sixty-six prisoners can attend education every morning and afternoon. The prison is meeting its target in terms of classroom efficiency, which is over 80 per cent. The average attendance during inspection was between 44 and 55 per cent and on many occasions classes are significantly less than half full. Prisoners who elect to attend education are asked to choose when they will attend. If a session they have selected is full, they are placed on a waiting list, even when spaces are available at other times in the week. A number of computers purchased for use by learners remain unavailable and there is no ICT technician support. The accommodation is too small for some courses such as art and in some workshops where education is taken out to the prisoner. However, the prison is currently rectifying this. Progress to recruit staff to teach numeracy and to support the development of further outreach provision on the wings is slow. The library is cramped and staff offices are a considerable distance from the library. Learners have too little access to the library, although access is better for prisoners in the workshops. The stock of resources is extremely limited for areas such as literacy, numeracy and ESOL support. Facilities to support accredited training in cleaning are good.

Equality of opportunity

Contributory grade 4

31. Work to encourage participation in education is good. Staff work hard to raise awareness of education and encourage participation by taking education out onto the wings and the training and contract workshops. Many prisoners are disaffected learners and are reluctant to attend formal classes. This outreach provision includes individual and group support for literacy, key skills and ESOL provision. Touch screens on residential wings and in reception display information in six languages about education and training opportunities, in addition to normal prison regime details. The presentations have commentaries recorded by a well-known character from a television comedy programme based in a prison. Prisoners appreciate the humorous approach to sensitive subjects such as drugs and alcohol misuse. Additional support is given on the wings by a specialist dyslexia tutor who works with teaching staff to identify support needs and suggest teaching and learning strategies. This helps to reduce tension and concerns without imposing the additional burden of formal classroom teaching on learners. Teaching staff and prison officers work effectively together to support resettlement programmes aimed at providing prisoners with ways of dealing with their release if they are in the last few weeks of their sentence. Officers and education staff run informal sessions to give prisoners valuable help with writing curriculum vitae, communications,

and making decisions.

32. Policies and procedures covering safe custody, bullying and race relations are well displayed around the prison. Prisoners' consultative committees on wings, workshops and education are valued by prisoners. Approximately 20 per cent of prisoners are foreign nationals, and over 50 per cent of the prison population is from a minority ethnic group. Information covering the induction into education and the use of the gym has been translated into 22 foreign languages. A suitable range of foreign language reading books is available in the library. A high proportion of prison staff are members of minority ethnic groups.

33. The prison has an equal opportunities policy and procedure which has been distributed to all staff. The prison has a race equality officer and a diversity officer, but does not have an officer responsible for disability discrimination. An accessibility audit for prisoners with disabilities is incomplete. The prison has written action plans for race equality and equality of opportunity. Operational concerns restrict the prison's opportunities to provide staff with timely training on recent changes in race and equal opportunities legislation. The subcontracted further education college has a detailed equal opportunities policy designed by the prison's education manager. Teaching staff work effectively to promote a learning environment in which learners and tutors are treated with respect. However, insufficient action has been taken to rectify the under-representation of white British learners in education. Prisoners who attend education have a lower rate of pay than prisoners who work.

34. The prison records some detailed information on the prison population, but little information is available on prisoners' ability to talk, read and write in English, and on their sensory and physical disabilities and difficulties. Not all prisoners with poor English language skills can access ESOL provision. The prison has analysed data on the ethnicity of learners but has no action plan to improve the participation rate of under-represented groups, or to analyse their performance. Vulnerable prisoners do not receive an initial assessment of their literacy and numeracy skills support needs. Prisoners attending education have a lower rate of pay than prisoners who work. A review of prisoners' pay scales has been under consideration for some time. Prisoners who do not attend education or work have inadequate opportunities to visit the library. Access to education and training and the library is poor for learners with restricted mobility. The prison does not have a prison cell suitable for use by a prisoner with restricted mobility.

Quality assurance

Contributory grade 4

35. The prison's arrangements for quality assurance are inadequate. No formal framework exists for quality assuring vocational training or education in the prison. The education department's quality assurance arrangements are also poor. The subcontracted college produced an outline plan to develop a quality assurance framework with an implementation target of June 2003, but this still has not been completed. A contract-compliance meeting, the first since October 2003, has recently been held. A number of developments have taken place since the recent appointment of the new head of learning and skills, such as the introduction of a internal quality

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development group. This small team has already met and plans are in place to involve more stakeholders in these meetings. No formal quality improvement group exists, however.

36. The subcontracted further education college has some informal arrangements for quality assurance in place, such as observing teaching once a year, but no written procedure exists. Two different forms are used for these observations with different grading scales, making standardisation difficult. One of the observers has received no training for this role. Actions identified in feedback are not revisited or checked. The college gives insufficient support to its staff. Visits by managers from the college are infrequent and are predominantly for contract meetings or interviewing staff. Communication between the prison and the college is difficult.

37. The prison collects learners' views on evaluation forms, and a learners' forum is well established. Evaluations are completed at the end of each course and information is used to improve course content and delivery. Representatives from each course attended a learners' forum. This has been instrumental in changes being made to course delivery and the introduction of other courses. For example, the art course was changed after learners reported that it lacked structure, and a mathematics A-level course was offered, after learners requested higher-level courses.

38. Education and training is only monitored by the achievement of contract-related key performance targets. The prison makes inadequate use of management information to set and monitor demanding targets on attendance, retention and achievement rates.

39. The prison produced an up-to-date self-assessment report before the inspection, covering all areas of education, training for work, the library and PE. The self-assessment process involved all staff but they have had inadequate training and have insufficient understanding of the self-assessment process. All areas completed their own self-assessment, which the head of learning and skills moderated. This was the first update of the self-assessment report for two years. A development action plan has been produced. The self-assessment report is generally accurate, although it does not identify significant weaknesses in leadership and management and quality assurance.

AREAS OF LEARNING

Information & communications technology

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT - Other government-funded provision	59	3

Using IT

Strengths

- good development of practical information technology (IT) skills
- good individual coaching
- good recording of learners' progress

Weaknesses

- poor punctuality
- insufficient technician support
- narrow range of courses
- insufficient use of data to set retention and achievement rate targets

Achievement and standards

40. Learners develop good practical IT skills. Most learners are able to use the software with some competence and are able to transfer these skills to new situations. They demonstrate confidence in their work. Some have made significant progress since starting the programme. One learner demonstrated very good skills in conversations about how spreadsheets could be used in keeping track of personal finances or small business accounts. A small number have learnt the necessary skills to achieve a pass grade in the examination but do not have a deeper understanding of how the software could be used in different situations.

41. The education department was unable to provide clear data on retention and achievement rates for this area of learning. Of 243 learners enrolled during 2004, 117 qualifications were gained. However, information about the number of learners who were transferred out of the prison or released early during the year was more difficult to obtain. Similarly, there was no data concerning the number of learners who achieved more than one qualification.

42. Learners' punctuality is poor. In one session, five of the learners were present at the start of the lesson with another six arriving over the next 45 minutes. This disrupted the lesson, the tutor having to stop work with learners to ensure that the late arrivals were

given the learning materials and equipment that they needed. Learners' progress is slowed by this. Attendance is also poor. The education department enrolls more learners than can be accommodated, on the assumption that approximately 20 per cent will not attend.

Quality of education and training

43. Learners benefit from good individual coaching. Their previous experience of using ICT varies widely. Tutors develop good relationships with learners, being friendly but businesslike. Tutors are sensitive to learners' needs and are able to motivate learners who are in danger of becoming frustrated. However, in some lessons, the tutor often spends too long with one learner while others wait for help.

44. Learners' progress is recorded well. The ICT section has developed an effective computer-based individual learning plan. Details about each learner are recorded when they join the programme, including longer-term targets concerning qualifications to be achieved. At the end of every learning session, learners record what they have done and any difficulties that they have encountered. The tutor completes similar records on learners' progress. In this way it is possible for both the tutor and the learner to see what has been achieved. However, the system is not used to set short-term targets at the end of each lesson.

45. Assessment practices are appropriate, meeting the requirements of the awarding bodies. The ICT co-ordinator ensures that all marking is at the correct standard through regular meetings with each of the ICT tutors.

46. All learners are made aware of the courses that are available when they first arrive at the prison. They receive a booklet giving a brief description of each of the courses. When they start on an ICT programme all learners are shown a helpful 'Welcome' programme, which is a computer-based presentation that tells them about the ICT facilities and what they are to expect.

47. Insufficient technician support is provided for the ICT equipment. The ICT co-ordinator maintains the equipment and the network. His background is not in network maintenance and he does not have the necessary expertise to correct a major failure of the network. No contract is in place for an external company to assist. There is no-one to maintain the network when the ICT co-ordinator is either on holiday or ill. The ICT equipment is up to date and is of industry standard. An appropriate network is in place to give learners valuable experience of working in this environment.

48. The range of courses on offer is too narrow. All courses concern the use of office software and are at levels 1, 2 and 3. No introductory courses are offered below level 1 for those learners who have no prior experience of using computers. Similarly, no courses of a technical nature such as programming are available, and no courses in computerised accounts.

Leadership and management

49. The ICT co-ordinator has a very clear and well-defined set of long-term strategic goals to develop the section. However, these are currently informal and there is no document outlining these plans for the rest of the ICT team. The shorter-term operational plan is clear and the members of the team are aware of these goals. Communication within the ICT section is largely informal but effective. The ICT co-ordinator meets with every tutor individually at least once each week. However, these meetings are not recorded.

50. Staff appraisal takes place annually. The subcontracting college appraises the ICT co-ordinator annually and staff development needs are identified. However, these needs are often not met by the college. In one instance, the ICT co-ordinator paid for a course to improve his technical skills to help in network maintenance. The college was unwilling or unable to meet this cost either in full or in part.

51. Equality of opportunity is dealt with appropriately within the 'Welcome' programme that all learners see when they first join an ICT programme. Learners are made aware of their rights and the responsibilities placed on them to respect other learners and tutors. Learners with literacy and numeracy skills support needs are identified on the class registers and the ICT tutors ensure that those who need it receive additional support from the relevant section within education.

52. The self-assessment report does not identify all the weaknesses identified by inspectors and graded the area higher than the inspectors did. The ICT section makes insufficient use of data to set targets for retention and achievement rates and does not routinely measure retention and achievement rates. This data is readily available to the section.

Visual & performing arts & media

Visual & performing arts & media		3
Contributory areas:	Number of learners	Contributory grade
Arts		
- Other government-funded provision	48	3

Arts*Strengths*

- good standards of work
- good promotion of personal ideas and individual creativity
- well-planned integration of key skills in communication with the art curriculum
- good academic support

Weaknesses

- poor attendance and punctuality
- weak use of individual learning plans
- narrow range of provision
- inadequate curriculum management

Achievement and standards

53. Learners produce good standards of work. They are well motivated in class and make good progress, particularly with their drawing skills which are detailed and sensitively portrayed. Some show particular skill in handling colour and brushwork. Learners take great pride in their work. They recognise and praise the accomplishments of their peers. They make good progress producing confident pieces after only a few weeks. One learner with previous art experience progressed onto a distance learning course and regained his previous level of skill and ambitions for an art career. Some learners produce art work independently in their cells and value this purposeful activity. The prison has a small gallery, where work is well presented. Learners are encouraged to submit work for the Koestler Prize, a national art award for prisoners, and one learner was recently highly commended. Some learners are currently working towards an exhibition at a local café.

54. Few learners have achieved accreditation in recent years. The last substantial group to achieve, 21 learners, was in 2002-03. Since then, only one learner has been accredited. The prison is aware of this and has begun to take action. Five or six learners are expected to submit work for accreditation very shortly. No data is available to enable judgements to be made about key skills qualification achievement.

55. Attendance and punctuality are poor. The prison is aware of this but has not

resolved the matter. Most learners are not delivered to their class until approximately half an hour after the planned start. This has a significant effect on available working time and progress of learners. Many learners' attendance rates are erratic, and are usually less than 50 per cent. One group of learners are dedicated and regularly attend their maximum number of sessions. Notes are kept on the reasons for non-attendance, but it is not clear what action takes place when learners refuse to attend. There are 21 learners on a waiting list.

Quality of education and training

56. The promotion of personal ideas and individual creativity is very effective. Learners are actively encouraged to develop their own imagery and style. The development and maintenance of a sketchbook, together with contextual notes is a key aspect of learning. A high degree of emphasis is given to the cultural tradition and personal experience of individuals. Most art learners are from minority ethnic groups. Work is representative of their wide cultural diversity. Recent work that learners have been exposed to includes an exhibition about Nelson Mandela and work by a prominent black artist.

57. Learners' personal reflections about meaning and influences in their work are communicated effectively. Imaginative exercises enable them to develop new ideas from a range of sources. For example, one exercise linked seemingly unrelated objects with word association, and introduced new work based on surrealism. Many learners have a good basic understanding of the work of different artists and genres. Opportunity for observed work from primary source materials is limited but tutors encourage first-hand experience whenever possible. When secondary source materials are used, they are usually developed as new images by learners. Learners show a sound basic understanding of visual language in their work. All teaching observed was at least satisfactory. However, although all lessons have clear structure, not all tutors keep written lesson plans.

58. The art curriculum is well planned with explicit links to key skills qualifications in communication. One session each week explicitly focuses on key skills training, but learners work on their key skills throughout the week. Potential key skills outcomes are clearly identified within the activities for each art unit, particularly through contextual studies work. Learners produce notes in journals, write about artists and talk about their own work and that of others in presentations and group criticism. Some take enormous care in the presentation of written work, some of which is carefully word processed and supported by a range of images.

59. Tutors provide good academic support in class. A learners' handbook provides clear information about accreditation. Tutors are encouraging, motivating, challenging and confidence building. They recognise that learners cannot attend external exhibitions and keep them up to date by drawing attention to current developments through catalogues, books and the use of audiovisual resources. One learner was given support to access external funding to pay for course fees for an art distance learning course. Flexible arrangements enable him to maintain his prison work commitments and meet the course

requirements.

60. Tutors are qualified, and draw significantly on their experience as practicing artists to enhance their teaching. A good range of audiovisual resources support contextual studies, and newly obtained key skills resources are available. Accommodation is adequate for the number of learners who actually attend classes, but is very cramped if everyone on the register attends. Until recently the range of materials was very poor. No card is available, and printmaking resources are incomplete. There are tools and printing blocks but no suitable printing surfaces, squeegees but no screens, and printing inks are old. Books provided as sketchbooks/journals have the inappropriate label 'infants' drawing book' on the front cover. The small library of art books in the art room is very well used. Art tutors share IT resources when possible, but have no dedicated IT resource of their own.

61. Individual learning plans are in place, but their use is weak. They are used differently by different tutors. Some plans have individual learning goals, while others are generic. Long- and short-term learning goals are sometimes vague and do not link clearly to accreditation. Tutors provide detailed verbal feedback but this is not always recorded. Tutors do not take a consistent approach to the review of progress. Arrangements for monitoring the progress of learners who attend more than one session, with different tutors, are not clear. No clear link exists between initial assessment and individual learning plans. Tutors have received a memo about, but no training in, completing individual learning plans. Assessment of learning for accreditation is satisfactory and meets the awarding body's requirements.

62. The range of provision is narrow. All work is two-dimensional media and predominantly uses dry media. Only two units of accreditation are available. Level 1 is not offered. The range of activity has declined. The pottery room is no longer used, and other creative activities like music are not available. A few learners link IT and art to produce graphic images. Generally learners do not have access to a computer to develop or manipulate imagery, or use new CD-ROMs for research. There are plans to introduce music technology, but these have not yet been implemented.

Leadership and management

63. Curriculum management is inadequate. There has been no permanent co-ordinator for almost 18 months. The prison has taken some action, appointing a part-time, acting co-ordinator. He has some good ideas for development, but they have not yet had a significant effect. The art team now meets regularly. Accreditation is now being taken up again. However, curriculum development has progressed slowly. Documents relating to OCN accreditation have not been updated to reflect the new credit ratings introduced almost six months ago. Action points made in the external moderator's report from 2002-03 about internal moderation have not been implemented. The prison has not explored the potential of using small, more flexible 10-hour units to meet the needs of a transient population. Other planned curriculum developments, such as links with a local college of art, have not yet been completed.

64. The collection and use of data are weak. Insufficient staff development has taken place. Tutors were consulted about the self-assessment report, which gave the area of learning an accurate grade and identified some strengths and weaknesses identified during the inspection. The report highlighted as strengths some areas which were no more than normal practice, however, and identified too few weaknesses.

Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i>		
- Other government-funded provision	50	4
<i>Employability/employment training</i>		
- Other government-funded provision	115	3
<i>Literacy and numeracy</i>		
- Other government-funded provision	67	3

ESOL*Strengths*

- good individual support

Weaknesses

- poor attendance and punctuality
- inadequate language provision
- some unsatisfactory teaching

Employability/employment training*Strengths*

- good acquisition of personal skills
- much good teaching and learning
- good individual support for learners
- very effective support for learners with dyslexia

Weaknesses

- poor attendance and punctuality
- insufficient range of learning opportunities for personal and social skills

Literacy and numeracy

Strengths

- good acquisition of numeracy and literacy skills
- much good teaching and learning
- good individual support for learners
- very effective support for learners with dyslexia

Weaknesses

- poor attendance and punctuality
- insufficient range of physical resources to support literacy and numeracy skills
- insufficient range of learning opportunities for numeracy and literacy skills

Achievement and standards

65. Pass rates from all programmes are satisfactory with most learners who take a qualification achieving a pass. There is insufficient data to identify achievement rates.

66. Learners acquire good personal, social, literacy and numeracy skills. They complete challenging tasks in lessons, in formal teaching sessions as well as individually on wings or in small groups in the workshops. In some classes, learners complete application forms or write letters to family members, while in others they learn how to use a dictionary, recognise traffic signs or work on sound recognition. Learners on the resettlement programme take part in challenging discussions on planning their future. They prepare good presentations on topics of their choice, such as the distribution of charity funds in developing countries or the role of mentors in crime prevention work. Learners take turns to listen, contribute ideas and opinions and give each other feedback on performance. These are recorded in their portfolios of work for accreditation. They also develop coping skills and benefit from working with each other, particularly in cells.

67. Attendance and punctuality are poor. During the inspection the average attendance rate was 58 per cent. Some classes only had two or three learners. Often learners are delivered up to 30 minutes late, and some are also collected early. Lessons are often interrupted, for example for recreational PE. This affects the planning of activities and the dynamics of group working. Learners' progress is slowed and the interruptions affect learners' concentration.

Quality of education and training

68. Much teaching and learning are good. Most lessons are well planned with clear objectives and appropriate tasks. Tutors share the lesson objectives with learners. Good use is made of handouts, video recording of discussions, overhead projectors and other teaching resources. Learners participate well, contribute to discussions and ask questions. Some sessions plan for group work, but not all tutors manage difficult discussions and groups very well. Time management is not always good, with some

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learners distracting others from completing the task. Many tutors plan for a range of activities to enable learners to work at their own pace with the support of a volunteer. However, sometimes sessions are insufficiently stimulating. Tutors deal sensitively with learners' concerns and explore ways of combining learners' personal interests with the reading or writing tasks to be completed for accreditation of key skills with art.

69. Learners benefit from particularly effective evaluation and feedback activities. During lessons, tutors give very clear and constructive feedback to learners on their progress and achievements. Learners who are completing a portfolio for accreditation receive detailed written feedback on their performance in group discussions and their presentations. They are asked to evaluate their own performance and write this down. Other learners are required to consider and contribute to the evaluation of the presentation both in discussion and in writing. Much peer encouragement takes place. In some key skills sessions, learners were given good constructive feedback on work submitted and were set clear, meaningful targets including relevant tasks. Learners regularly take work back to their cells and enthusiastically complete the work for marking at subsequent lessons.

70. Learners receive good individual support. Many work on tasks set for them to meet their specific learning need. Education staff work hard to raise awareness and encourage participation in education among those who are reluctant to attend formal lessons. Enthusiastic and well-motivated tutors spend time in the workshops and training areas such as the industrial cleaning section to help with literacy skills development. On occasions, staff provide personal support for learners who are unable to read and write, and struggle to fill out benefit forms. Learners appreciate the support and often progress to discrete literacy classes. Staff complete individual learning plans and maintain comprehensive progress monitoring records which are shared with the learner after each session. Some lessons are differentiated well, enabling learners to work at levels 1, 2 and 3 in the same key skills class. Learners are encouraged in a non-threatening way to participate in discussions. Learners in numeracy classes work at their own pace on different activities involving fractions. Some are encouraged to work in a small group to solve a game puzzle, while others work on a practice test. Good use is made of volunteers and trainee teaching staff to give learners individual attention and support. There is good checking of understanding and learners display high levels of concentration in class. Education staff are always at hand to support learners and help them plan how to continue with their education after release. For example, one learner had an appointment to attend a local literacy class the week after his release. An advice and guidance worker attends the education department weekly to support learners to plan job applications and further study.

71. Learners with dyslexia receive very effective support. Identification of learners is very thorough. There is a high level of awareness among teaching and prison staff. A team of well-qualified and experienced staff take part in the induction process, mark the initial assessment tests and continuously work with staff on wings and workshops. Often learners are referred by other colleagues or staff on wings. Prisoners are offered an interview during which a questionnaire is used to identify any difficulties they may have. All prisoners whose results indicate that they have dyslexia receive a diagnostic report

and recommendations. They can then take part in the 'touch-type, read and spell' classes. When starting these classes, learners are given a clear demonstration on how to use the programme. The instructions are detailed and use all senses. Learners enjoy working on their own. They concentrate hard and are very motivated by receiving immediate feedback on their performance. Tutors and volunteers are on hand to respond to questions, check progress and work on strategies with individual learners. Learners can also make use of the computers to learn and practise the driving theory test. This is especially important for many of these prisoners, as they will not have other supported opportunities to acquire the skills to pass the test. Staff in this department are engaged in attracting new specialist projects to support learners with dyslexia into the prison.

72. The range of resources to support literacy, numeracy and ESOL programmes is insufficient. Tutors rely too much on paper-based materials in lessons. In some lessons, tutors use poorly copied handouts. In an ESOL class learners used an outdated map of the world to indicate their country of origin. Classrooms are equipped with very small whiteboards, sometimes positioned where they cannot be seen by some learners, so tutors have to make use of flipcharts which do not always provide enough space to write on. However, in one class the learners could use a laptop computer with a CD to research information about their country of origin in preparation for a presentation. One tutor has adapted language learning materials to prison circumstances. Most classes are equipped with computers, but these are rarely used. There are insufficient staff and not all tutors have up-to-date qualifications.

73. The range of learning opportunities for literacy and numeracy are insufficient. The provision of numeracy is poor. Progress to recruit a numeracy tutor is slow. Many classes have long waiting lists. Many learners who need support with their literacy and numeracy skills do not attend education and choose other options available to them such as work in the workshops. Insufficient time is allocated to provide support in the workshops and this time is not used effectively.

74. The provision for ESOL is inadequate. Some teaching staff are insufficiently qualified and experienced to plan a coherent and effective programme to meet the needs of learners. Learners are not offered the new ESOL qualifications. Not all foreign national learners with a need to improve their language skills are identified. Much of the lesson planning is inadequate, without detailed language learning objectives. Although learners are prepared for a speaking exam, tutors place insufficient focus on developing speaking skills and, in particular, work on intonation and pronunciation. Much of the teaching is based on worksheets or focusing on the requirements of examinations. Too little consideration is given to learners' previous knowledge or experience. Too much activity is centred on the tutors and the range of learning activities is too narrow, although in some lessons learners are presented with challenging topics to write about.

Leadership and management

75. The staff team is very committed and dedicated to its work. Each element of the programme has a full-time co-ordinator who produces a yearly action plan. A team of

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sessional tutors teach across the different subject areas. All staff work more than their contracted time. Attendance at team meetings is poor, with the sessional tutors often unable to attend. Meetings often take place at lunchtime. Staff can access professional development on request.

76. Staff draw attention to the equal opportunities policy during the assessment sessions. All learners sign up to a learning agreement and a set of class rules that include treating each other with respect. All staff participated in the self-assessment process. The self-assessment report identifies many of the strengths and weaknesses found by inspectors.